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DAY CAMPING FOR THE MENTALLY RETARDED.

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SECTIONS ARE DEVOTED TO ORGANIZATION OF A DAY CAMPING
PROGRAM, SELECTING THE STAFF AND THE CAMPERS, THE DAY CAMP IN
OPERATION, DAY CAMPING AS A TRAINING PERIOD, CAMP RELATIONS
WITH THE HOME AND THE COMMUNITY, AND EVALUATION. INCLUDED ARE
SAMPLES OF A CAMP BUDGET, STAFF RESPONSIBILITIES,
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DAY CAMPING

for the

MENTALLY RETARDED



**RETARDED CHILDREN
CAN BE HELPED**

By
David Ginglond
and
Kay Gould

NATIONAL ASSOCIATION FOR RETARDED CHILDREN
420 LEXINGTON AVENUE, NEW YORK, N. Y. 10017

1962

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PREFACE

From the entire urgent area of recreational need for retarded children one aspect stands established and vividly demonstrated and that is camping! Day camps have demonstrated their effectiveness and there are many evidences that resident camps may serve special needs of the retarded in many ways that no other facility can. Our remarks will be confined to Day Camps, for it is there that we have had most of our experience. However, many of the activities and problems discussed would apply also to residential camps, particularly in the area of programming.

It is our hope that the information given herein will answer some of the many requests that have been received, not only for those groups which are organizing a camp for the first year, but also to encourage and stimulate other units to broaden and improve existing camping programs for the mentally retarded. There are many aspects and questions facing organizers of a day camp which have not been discussed here because they are too dependent on such factors as geographical location, size of operation and type of campers. The authors will welcome suggestions and criticism which will be incorporated into future editions of this Guide.

Because of the valuable and enriching experience which was given so generously in the past to the work of the Camping Committee of the National Association for Retarded Children we wish to express our sincere appreciation to the following persons:

Mr. Howard Gibbs, Director of Program Services of the
Boys' Club of America

Mr. Wes Klusmann, National Director of Camping of the
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Miss Gretchen Yoffa, formerly Camping Committee of the
Girl Scouts of America

Very special gratitude goes also to Dr. Gunnar Dybwad, Executive Director of the National Association for Retarded Children, for his efforts in editing and coordinating this material.

We would also like to extend our thanks to the many other individuals who have in one way or another contributed by sharing their experiences with us.

Two camps, the Happy Day Camp of the Raritan Valley Unit and Camp Rainbow of the Bergen-Passaic Unit, both member units of the New Jersey Association for Retarded Children, have contributed greatly to the authors' knowledge about Day Camping and to their Boards and Staffs goes a particular word of gratitude.

David Ginglend

Kay Gould

DAY CAMPING FOR RETARDED CHILDREN

CHAPTER I

VALUE AND NEED OF DAY CAMPING

DEFINITION AND PURPOSE

A Day Camp for the retarded is an organized outdoor living experience provided on a daily basis. It is usually a six to eight hour program in which a lunch period is involved and transportation is provided to and from camp. Day camps should be located where nature's resources and the out of doors offer a good camp environment.

The purpose of the Day Camp is: (1) To provide camping facilities for the retarded child who can profit from such an experience. (2) To enable the child to broaden his understanding and abilities in health habits, recreational interests, socialization and understanding of people as well as the world of nature. (3) To support family relationships by providing a program outside of the home which will permit the parent some freedom from the daily care of the child. (4) To extend public awareness and knowledge of mental retardation by demonstrating that these children can function and learn in a group situation. (5) To enable the child to enjoy camping activities in a proper environment.

In considering camping for retarded children we need to think about what it can do for the child, just as we should consider this in terms of any child normal or handicapped. To be effective a camp program should be a developmental one. By this we mean one geared to the needs of the children and one which can adapt within its framework to meet changing needs. In justifying the effort and expense of this venture we must look beyond obvious advantages to more specific ways of helping each child. We need to have goals and objectives that are realistic and we need to evaluate the achievement of such goals at the close of the camp period. There is an axiom among rehabilitation workers that no handicapped person is rehabilitated until he has a real live social situation to practice and put into use the skills in which he has been trained. Camp is such a real live social situation!

For purposes of brevity four areas of development have been

selected, in which all retarded children should and can be helped to grow. The philosophy and practical application of activities in these areas has been detailed in a book Play activities for the Retarded Child,* which is required reading for all counselors in some camps. Camp activities are selected that will contribute to growth in one, more or all of these areas with the total program being a balanced one. Lest you begin thinking that we are speaking of a school rather than a camp program with its emphasis on learning and growing may we make two observations?

1. Many people in a derogatory way, say, "Just keep the children happy." We agree as to the importance of happiness, but we do not agree with the implication that this is the easiest thing in the world to accomplish. If we had time to explore the meaning of the word happiness or satisfaction, which is a word we prefer, we think one would find a common element for all persons and that element is achievement or being a real contributing part of something! This is what camping should and can provide!
2. Recreation is education too, in every sense of the word!

What then are these areas of development and what, briefly, do they involve?

1. The Area of Mental Health. Camp should be a place where a child can feel accepted as he is, with all of his abilities and disabilities, where he can feel safe and develop a feeling of security--where he can meet with opportunities for success and achievement on his own level, where he can have positive relationships with adults and peers, where he has something to give as well as take, where he can learn that he is a person of worth to himself and to others. Camp is a happy place where there is fun as well as work!
2. Physical Development and Coordination both Motor and Muscular. This area is sorely neglected and the child should have an organized program, geared to his level, that will develop and strengthen basic physical skills and contribute toward physical fitness. Many of our children are not so much physically unfit as they are physically undeveloped! There should be daily periods of specific instruction as well as the freer periods on play equipment and water play. The instruction should involve teaching and playing of organized games which

* See Bibliography

incorporate basic skills. There should be a broad use of music in developing rhythms which are literally any action and movement to music such as singing games, simple folk dancing, rhythm band activities, etc.

3. Social Development and Adjustment. This huge area is frequently mistaken for the entire program and consists of the adjustment of the child to a group and a group leader with growth in the ability of sharing, taking turns, working and playing together, accepting direction and leadership. It is concerned with helping the child to live, work and play in the environment in which he lives. We are also concerned specifically with improvement of habits of health and safety with an emphasis on self-care, toileting, eating, dressing and undressing and the care of materials.
4. Language and Intellectual Development. The area of language is as important for the child without speech as for those with it. Language involves listening and understanding as well as speaking. The child needs opportunities to associate sounds with things, actions and directions. Music, choral speaking responses, games, stories and social interaction all play their part in this development. Intellectual development for most purposes falls into the areas of auditory and visual discrimination and recall, or memory. The period of table work develops a variety of skills such as the seeing of likenesses and differences in matching, sorting, grouping, and the development of leisure time interests.

CHAPTER II

ORGANIZING A DAY CAMP FOR THE RETARDED

THE CAMP COMMITTEE

A day camping program sponsored by a member unit of the National Association for Retarded Children should be conducted by the Unit's Camp Committee. The chairman of this committee is usually appointed by and responsible to the Board of Directors of the unit. Frequently a unit will engage in a cooperative effort with another civic or fraternal organization. In these instances the chairman of the camping committee as well as members of the committee should work closely with the co-sponsoring organization, but should still report back to their Board.

The Camp Committee should consist of a chairman and at least six members chosen for their ability to provide leadership in areas such as: camp sites and grounds, personnel, registration, transportation, purchasing and finances, publicity or public information, health and safety, recruiting, screening and campership. A CAMP CHAIRMAN SHOULD WORK CLOSELY WITH THE DIRECTOR IN ALL PLANNING AND ARRANGEMENTS.

Be sure to plan for ongoing operation and continuity! Succeeding directors and chairmen should be expected and encouraged to bring new ideas and ways of doing things, but basic philosophy and proven plans of operation should be preserved. A prospective camp chairman should serve as assistant chairman for one season to "learn the ropes."

CAMP SITE AND GROUNDS

Naturally you will wish to select what will turn out to be an "ideal" camp site. As a general guide a summer day camp should be in an environment which is close to nature yet near enough to city dwelling so that transportation can easily be arranged. The site should be sufficiently close to populated areas so that no child is required to travel more than one hour each day.

Retarded children need a sufficient amount of outdoor space (minimum of 200 square feet per child) to run and play. Grounds should not be steep, rough or have sudden drop-offs and a portion of the camp site should be clear and flat for a play area.

Another important consideration is the provision of a certain amount of unused border land for a buffer zone surrounding the camp to insure some privacy for the campers. This land might best have either protective fencing or a natural boundary to discourage children from wandering off. It should be surrounded by natural barriers on at least two sides if possible, if property is not owned by unit and therefore fencing is not permitted. A good camp outlay should enable a camp director to see whatever activity may be going on in any part of the camp site from one central location.

Water areas, if located within the camp site must be fenced off for the protection of the retarded child. In addition, beach areas should have graduated depths with adequate roping to prevent the child from moving out in water over his head. Many camp leaders have expressed their preference for using swimming pools rather than beaches. Two reasons are often given: first, a pool can be more easily fenced off and second, the clarity of water affords greater safety because swimmers are not obscured by murky water or subject to the hazards of drop-offs. Wading pools and sprinklers on the camp site can add to the fun of younger campers for water play if there is no other swimming on the camp site. This would also eliminate some problems in going to a public pool, etc., if this is the facility used for swimming.

The following are also important considerations:

1. Sufficient shade trees.
2. Adequate toilet facilities (one toilet for every 10 persons by ACA standards.)
3. Safe and adequate water supply.
4. Medical services nearby and available in case of emergency.
5. Adequate indoor space for rainy days, either on the premises or in nearby churches, VFW Halls, etc.

Indoor facilities should be spacious enough to accommodate the children. An acceptable figure of 30 to 35 square feet of indoor floor space per retarded child is considered ample. Because of the wide range of differences in many camps, for best results for indoor programs, one or two rooms large enough for all to assemble, and then smaller rooms for necessary age and ability groupings are quite essential. However, if there are no buildings on the site, one needs at least a shelter or pavilion in case of unexpected rain. In this case, the use of a near-by church or other similar types of buildings can be utilized.

Other matters that need consideration are the adequacy of washing

facilities, drinking fountains, kitchen equipment and eating areas. In general, the type of equipment you will need depends upon the age and mental level of the children attending, as well as whether you plan to serve lunch or have the campers bring their own lunches with the orange juice and milk provided at camp. It should be noted that a local or state health department may insist on some kind of refrigeration, if milk and other foods are being served.

WAYS OF PROCURING CAMP SITES.

There are several ways to secure a camp site. Land may be rented, purchased or donated. Industrial plants with employee recreation parks often permit use of their facilities for day-time activities to other groups. If the unit is buying land, future needs must be kept in mind and sufficient land purchased to permit for expansion as the day camp program grows -- even perhaps to the possibility of overnight camping.

At no time is it more essential for the committee to enlist the aid of consultants than when it comes to selecting a camp site. The American Camping Association of Bradford Woods, Martinsville, Indiana, will be glad to refer you to a knowledgeable person in your area.

Often misunderstandings and disappointments occur about the leasing or renting of a camp site. Therefore, it is absolutely essential that all agreements should be in written form with advice from the unit's attorney. This would be in regard to the dates when the property will be used, the equipment and facilities available and the responsibility for claims caused by accidents, both on the premises and in the transportation of the campers.

RECOMMENDED TIME SCHEDULE

Adequate advance planning is an essential for any summer day camp program. This is especially true for the first year of the camp's operation because of many unforeseen and unexpected delays. Therefore, for best results, the following kind of schedule is recommended:

1. October:

- a. Completion of arrangements for camp site and/or swimming facilities.

- b. Selection of a camp director. (See pages 11 and 41)
- c. Contact interested lay and professional people to advise and assist in the establishment and maintenance of the summer day camp, including insurance protection.
- d. Check with appropriate governmental departments concerning licensing, fire regulations, health requirements and zoning restrictions.

2. November:

- a. Establishment of camp budget - itemizing anticipated income as well as anticipated expenses.
- b. Preparation of leaflet or brochure which simply but adequately describes and illustrates the proposed summer day camp program.
- c. Establish camping fees. (See pages 11 and 12)
- d. Establish deadline for application acceptance--every effort should be made to see to it that all replies are received 6 weeks prior to camp opening.

3. January:

- a. Select any new personnel by contacts with: college employment bureaus, local U.S. Employment Service, classified ads, etc. (See pages 11, 12 and 21)
- b. Secure contributions from fraternal, civic or labor organizations for camperships. (See pages 11 and 12)

4. February:

- a. Conduct interviews on prospective counsellors and other personnel. (See information on staff, salaries, etc., (See pages 11 and 12)
- b. Begin making arrangements for transportation of children during camping period. (See pages 22 and 27)
- c. Intake policies should be determined by the camping committee. (See page 13)

5. March:

- a. Survey should be taken to determine number of campers that will attend the summer day camp.

6. April:

- a. Playground equipment should be put in good order and new equipment secured where necessary.
- b. Plans for indoor facilities should be made.
- c. Follow up of survey by mailing application forms to all former campers and any new prospects.
- d. Application forms should be mailed out by April 1st.

7. May:

- a. Application forms should be returned during this month.
- b. If obtainable, set date with Health Department for examinations to be conducted sometime during the first week in June.
- c. Make plans for opening ceremonies.
- d. Build, repair and repaint any equipment, tables, buildings, etc.

8. May and June:

- a. Contract for mosquito spraying if this is necessary.
- b. Call in health officials and fire department personnel to determine the adequacy of health standards as well as fire prevention.
- c. Arrange for orientation of staff to the camp program and facilities.
- d. In many areas the State Department or Local Board of Health will provide medical staff services for free physical examinations.

Your particular needs will dictate your own time schedule, but do as much as can be done before the BUSY weeks preceding camp!

CAMPING STANDARDS

While camping programs for the mentally retarded require some special considerations, it is imperative that any planning proceed in close observation of the day camping standards of the American Camping Association. They provide the essence of the program and the material in this Guide should be seen as merely an extension of the ACA's standards.

CHAPTER III

SELECTING THE STAFF AND THE CAMPERS

SUGGESTIONS REGARDING STAFF, RECRUITMENT AND ORIENTATION

It has been said that a camp program is only as good as the camping staff. It is recommended that both the camp director, as well as the majority of the counselors, be selected for their qualifications in working with the retarded.

WHEN IT IS VERY DIFFICULT TO SECURE AS DIRECTOR A PERSON WHO IS EXPERIENCED IN BOTH CAMPING AND IN THE FIELD OF MENTAL RETARDATION, AN ASSISTANT MAY BE HIRED WHO WILL SUPPLEMENT THESE NEEDS. A director must be a person in whom the parents have confidence. Then they will cooperate and freely discuss their child's needs and problems. In any case there should be a genuine interest and a positive attitude towards this problem by the director and every other staff member.

In general it is recommended that there be a ratio of five campers to every one staff member; although this ratio may vary depending upon the age and mental and physical ability of the children. The age range of staff should also be considered in selection of a staff so that experience and maturity are a part of the overall setup.

The experience of most camp programs has indicated that more boys than girls attend a day camp. Therefore, it is important to keep in mind that male staff members should be in sufficient numbers to facilitate working with the male campers.

Because swimming is an integral part of a day camp program, qualified lifeguards must be included on the staff. These must be persons not only of life-saving capabilities but also individuals who are capable of working with and directing retarded children on the waterfront.

Attention must be given to the responsibilities, requirements and salary of the job. Job descriptions take time to work out, but they are essential to the satisfactory understanding of staff responsibility. (For sample descriptions refer to appendix.)

Salaries for staff will depend upon the area in which you live. In those areas where there are active summer recreation programs, leaders and other qualified persons may be difficult to find. In

order to obtain qualified staff the unit must offer salaries at least commensurate with those offered by similar non-profit camps.

In the selection of staff, if you write to placement bureaus, it will be wise to include a job description so that the employment agency will know clearly just what the job entails and the salary given for each position.

Be sure to plan for ongoing operation and continuity! Heed your director's suggestions as to a replacement if he feels he cannot continue to direct indefinitely. (Some units stipulate in an agreement that director will aid in obtaining a replacement if he cannot continue another season.) A new director may be chosen from outstanding counsellors.

THE VOLUNTEERS

A volunteer can assume an important role in contributing to the success of a day camp. In many camps a large proportion of supervision will be obtained from competent volunteer help. These volunteers may include parents, college or high school students or other interested persons who wish to help in a program for the retarded. One camp reports of having excellent success with ten volunteers of young people 14 years and up, to assist a staff of 30 others, for a camp of 150 children.

A volunteer should be screened with thoughtful consideration and assigned to responsibilities which their experiences indicate they can best handle. Just as for other personnel, contracts should be signed whereby the camp director knows exactly when the volunteers will be assisting him. In many instances the volunteers are very happy to work the entire camp period. In any case there is a definite responsibility for the volunteer.

A good camp must have a good team, but a good team needs to be oriented and trained. In any camping program and especially one dealing with the retarded, it is important that the staff not only get acquainted with one another, but also with the equipment and facilities. Even more important is the background of knowledge which staff persons must receive on the various problems which retarded children present.

A good camp counsellor, if he or she can anticipate it, can rise to almost any situation, but if it comes as a surprise, he or she may be shocked or baffled. For example -- after a camp experience

with a group of retarded children, a counsellor wrote "We weren't prepared for the lack of table manners, some of the children ate like little animals." She could have been prepared. Somebody could have said, "Some of the children will eat with their hands, scatter food and dribble it over their clothes. Home training will vary a great deal. Don't be shocked. Try to keep a relaxed, pleasant atmosphere. Try to make manners fun. After all, fingers were made before forks!" Such facts wouldn't solve the problems, of course, but they would make for better counsellor morale. And over and over again comes up the problem of discipline. "How can I get a big, 16 year-old boy to do his share in cleaning up the cabin. "The youngsters just don't listen," etc. Just a few simple facts, about the mentally retarded or the physically handicapped, added to what the leader knows about camp activities, make the difference between a good and a poor camp program.

Orientation is important and counsellors and volunteers function better if they know WHY as well as WHAT and HOW in presenting activities. Communication between the staff and director is of utmost importance.

Therefore, the orientation program should be at least one entire day, though many camps extend this to even 2 or 3 days. Also during this time, orientation can be provided on the values of record keeping so that an assessment can be made of each child's social and emotional progress during the camping experience. Information contained in records will also prove helpful for the following year in determining what specific areas the child may need help. In an area where laws do not provide for mandatory education for the retarded, this information can be especially helpful. (See sample record in appendix.)

POINTERS ON CAMPERS OR INTAKE

It is essential to establish some eligibility requirements for a day camp. Most applicants can be accepted on a trial basis with the following as suggested admission criteria:

1. The camper should be able to care for his own personal needs with a minimum of help from others.
2. If retardation is so mild that the individual could adjust in a camp for normal children, he should not be placed into a day camp experience for the retarded.
3. In general it is advisable that retarded day campers be at least six years of age, toilet trained and able to walk. He should also be able to make his wants known.

4. The camper should not have such gross physical handicaps so as to deter from his ability to profit from the camping situation. Mentally handicapped, with quite severe physical handicaps can be given a chance provided that more staff coverage is given, even to the point of having a nurse trained to handle such children on staff if necessary. For example, two totally blind retarded were accepted in a camp for the retarded this past summer, since they were denied admittance in the camp for the blind, and the results to campers as well as to the staff were rewarding.

5. Part-time Participation. Rather than deny a child camping completely, if transportation can be secured, arrangements can be worked out so a child could enjoy a part of the day in that part of the program in which he could participate. For example, a physically handicapped retardate could be brought in for the arts and crafts, singing, etc. -- after the swim period and the more active sports program was over. By doing this he could benefit greatly and yet not have the frustration involved in long periods of non-participation.

6. Educable and trainable can both benefit if the enrollment is large enough to permit good grouping. This is especially true of the younger educable many of whom can be trained as they grow older to be acceptable in normal camp situations.

There should be application forms with sufficient information to give a good picture of the child and his needs. Also application forms can provide staff interviews with sufficient advance information on personality, abilities and disabilities and personal problems so as to aid in grouping, etc. (See appendix.)

It is felt that the arbitrary exclusion of children from unit camps would leave little hope that they would be accepted in other places. However, the right should be reserved to release any child if after trial it is felt that it is not in his best interest to continue. Great care should be taken, however, that parents understand fully why it is not in his best interest at this time.

CHAPTER IV

THE DAY CAMP IN OPERATION

SUGGESTED CAMP ACTIVITIES OR PROGRAM

The objectives of a camp program for the retarded do not differ from those of camp programs for the normal child. The immediate goal for each child depends upon the child's level of achievement at the time of entrance into the camping situation. Activities in a day camp for retarded children must be exceedingly well-planned and scheduled, because retarded children find it difficult to maintain a sustained effort in any one type of programmed activity. Generally, if there is a reasonable variety of activities spaced at short periodic intervals the camp program for the retarded child will prove to be much more successful. With experience, the pace of the activities can be either speeded up or slowed down to maintain an adequate balance in keeping with the capabilities of the campers. It is important to remember that flexibility in the program of a day camp for the retarded is essential. Normal children can adjust to a camp schedule. For the retarded, it is the schedule which must be adjusted to them.

A. In Tune with Nature

During a day camp experience even the most retarded child can be stimulated to become aware of and more appreciative of nature's wonders. The experienced counsellor knows that a pleasant walk through a rustic area during which the retarded child is directed and permitted time to watch birds or attempt to distinguish different trees can be extremely productive in expanding the retarded child's appreciation of the world of nature.

B. Arts and Crafts

Handicraft has many values for retarded children and is a natural part of any camping program. Camp projects should not duplicate school activities in this area but rather relate to some aspect of the camp experience. Whenever possible the materials of nature available should be used. For example, leaves, ferns and grasses may be used in many decorative ways such as leaf printing, spatter work, in presses arrangements, etc. Stones and pebbles can be gathered by campers to make paperweights or be pressed in clay or plaster to make candleholders, etc. It is important that

the crafts be within the campers' capabilities. The finished product is not nearly as important as are other aspects of the camper's involvement and identification with such activities.

Some samples of the projects that can be made from nature's resources are the following:

SPATTER PRINTS:

The spatter box can be made by removing the bottom of a cigar box and placing window screening over the opening. Spatter ink can be purchased at a stationery or arts and crafts shop, and a discarded tooth brush may be used to apply the ink. A leaf or other material is placed on a piece of paper under the open end of the box. The spatter ink is then brushed over the screen and should cover the area not taken by the material in the box. When this is done, remove the box and allow the ink to dry around the material.

BIRCH WOOD EARRINGS:

Disks of birch wood are cut with a coping saw and glued with Dupont cement to earring bases. For a monogram effect, alphabet noodles may be purchased in any grocery store and painted with water color then glued to the birch wood disk. One or two coats of white shellac are applied with a soft, small water color brush, or natural nail polish may be used.

CANDLE STICK HOLDERS:

Logs are cut from birch wood that is half dead for easier cutting and drilling. A one-inch bit is used to drill the hole one-half inch deep. Clothes pins or birch twigs are nailed to the bottom of the log to serve as a base. If desired, a coat of white shellac may be applied.

PAPER WEIGHTS:

Stones are found with a flat base, decorated with water colors and given two coats of white shellac. Scrap felt may be applied to the base to protect furniture.

However, this does not mean that other simple crafts in which the child may have a part in making something of his own should be omitted. Handicraft need not be expensive! A great deal can be

done with scrap materials. A variety of projects can be planned in advance and unit members can collect and donate scrap materials. All kinds of rhythm instruments can be made, camp diaramas, decorated egg boxes for collections, gifts, party favors and other mementos of camp. There are many books and magazines describing craft objects made with scrap materials. Two excellent magazines with projects on many levels of ability are:

IDEAS UNLIMITED, 5865 N. Lincoln Ave., Chicago 45, Ill.
\$2.00 per year, 10 issues.

PACK-O-FUN, 14 Main St., Park Ridge, Ill. \$2.00 per year
for 10 issues.

C. Team Games

Games which involve the team concept in a recreational program are usually very much enjoyed by the retarded. Such games as baseball and volley ball which are simplified to a degree, tend to lessen individual competition and place emphasis upon a co-operative spirit. Group interaction in a team such as relays or ring games aids the retarded to learn to socialize; gives them a feeling of competence within the group; provides for a release from the competition which often occurs in other activities. Some competence is essential so that good sportsmanship is developed. (See Schlotter and Swendsen, "An Experiment in Recreation with the Mentally Retarded"; also "Play Activities for the Retarded Child," by Bernice Carlson and David Ginglend.)

D. Playground Equipment

If and when your camp can afford playground equipment, camp with its ever-present supervision offers a wonderful opportunity and encouragement to use slides, swings, see-saws and climbing apparatus. Here the retarded child gets a chance which may well be denied on public playgrounds. Sandboxes can be very good for the small fry. It offers a relaxed activity and a very valuable opportunity for social interaction and a relief from tensions.

E. Swimming

Past experience has shown that probably the one activity which is most enjoyed by the retarded child during a day camp experience is swimming. The National Association for Retarded Children, in cooperation with the American Red Cross Water Safety Director has published a manual, "Swimming for the Mentally Retarded" which will be helpful to any day camp planning to develop a swimming program.

As with other programs, it is best to provide varied water activities for the retarded child. A period of instruction followed by a period of free play is far more successful as well as enjoyable for the retarded child than if a long period of instruction is maintained.

Careful consideration and supervision should be given to the physically handicapped retarded child in a swimming program. The epileptic child can be included in a well-structured swimming program if properly supervised. Usually the epileptic child should be confined to the wading pool. A close check or buddy system should be taken frequently in order to assure adequate supervision and safety in the water.

F. Music

Those who work with retarded children know that music reaches the retarded child and answers many of his basic needs. Music can enable the child to release tensions, develop poise, self-control, ability to listen and a sense of rhythm. But most of all music can mean happiness and fun.

Music can be the single most unifying force in a day camp program. It can make the entire program "sing!" One camp reports that it begins and ends its camp day with the entire camp assembled for a simple prayer and a period of music with different groups helping the director lead the songs. At some time during the day, counselors take their individual groups for a period of physical activity to music geared to their level. A wonderful time for singing is in the school bus or before entertainment. Not only the leader but volunteers and all staff should participate in the music program. An effective program of musical activities can be developed with a careful selection of phonograph records using a record player with adequate volume.

There are three general kinds of music used which are as follows:

1. "SIT DOWN MUSIC." This involves finger play and other action and motion while sitting or standing in place. This kind of music may be used with large groups of children.
2. Physical activity such as musical games, singing games, ring games, marching, folk dancing, square dancing and other rhythmic movements. These activities are best done with smaller groups.

3. RHYTHM BAND ACTIVITIES. These should be developed with emphasis on listening. Avoid using numerous instruments together in the beginning. Begin simply with everyone using rhythm sticks. Become familiar with other instruments separately before combining them for different effects. Much later build up to using a variety of instruments and remember to keep practice periods short as this can be tiring to weak small muscles. It is important to remember that the retarded greatly enjoy singing and dancing and these activities can be both profitable and beneficial in all camp programs.

It is important for the leader to be very much "in the act," performing the actions indicated in the song in order that the child may have a point on which to focus attention and a model to imitate. It must be evident that the leader enjoys music. This is more important than the amount of formal training in music.

G. Creative Dramatics

To have a program of stunts or dramatics, acting out stories involving simple costumes, etc., is very good, but it requires skill in developing and utilizing this in a camp program. However, experimentation is worthwhile.

H. Trips

Trips to nearby zoos, fairybook lands, museums, pony stables, dairies, ferry boat rides, Wild West Cities (especially for children) etc., which are well planned in advance can be most rewarding experiences. Oftentimes a child who may be quite difficult for parents to take along, with a group, can be controlled with much less effort. The traveling time for such trips, however, should be limited to an hour each way, for otherwise it loses value -- and can even be harmful to the camp operation.

RAINY DAY PROGRAMS

Most areas have rainy days that are much too damp and humid to be outside. Also, it may be pouring in the morning and by noon cleared off enough for that wonderful swim. For many reasons, therefore, it is suggested that camp is held rain or shine.

If the space for rainy-day programs is off the regular premises,

Careful planning should be done in advance, so a good program of arts and crafts, indoor games, records, square dancing, dramatizations and even showing of some films, 16 mm movie including musical, comedy, western and adventure films can be had.

The regular routine of camp activities should be adhered to as far as possible.

EATING AND RESTING

Morning snacks and noon lunches are extremely important activities to consider in the total camping program. Whether prepared at home or on the camp site children must have plenty of good food which is nutritious. Expended energy must be replenished with a good diet. Many camps have found it best to arrange for lunches to be brought from home. If food is prepared on the camp grounds, however, it is suggested that the Department of Health or a good dietitian be contacted for help in planning well-balanced menus containing adequate vitamins and minerals.

Lunch time and the period following lunch should be relaxing, quiet and peaceful. This will permit for pleasant discussion as well as adequate digestion of food. Some children may want to rest after lunch, some may want to play quiet games, listen to soft music or even sleep. This can be an extremely enjoyable period if planned properly.

Both volunteers and staff should be on the alert especially in a day camp for the retarded, that the children are not being physically taxed to the point of fatigue and exhaustion. Therefore, it is advisable that the daily program schedule included periodic rest periods throughout the day.

CLOSING DAY (AWARD DAY) AT CAMP

The closing day of camp should be one of the highlights of the entire season and a day that campers, parents and staff will long remember. On this day, arts and crafts can be displayed and camp awards can be made. Even those children who do not earn one of the awards, should get a simple token of recognition for having participated in the camp. Recognition and appreciation can also be given to the staff and refreshments can be provided -- all of which will add to a most entertaining and happy day of the season.

BEWARE OF THE FOLLOWING - SOME HEALTH AND SAFETY PRECAUTIONS

1. Activities that are too competitive -- emphasis should be on cooperation, not competition.
2. Lack of adequate procedures for clothing and other belongings. This can become a tremendous headache with children going home wearing someone else's clothes because of actual loss of belongings. Clothing should be well-marked and definite assignments be made to every child where he is to keep his belongings while camp is in operation.
3. No telephone within easy reach -- doctor and fire department must be accessible by telephone.
4. No emergency contact for each camper. This is a must in case of accident, sickness, etc.
5. No car on the premises -- there may be need for emergency transportation.

QUESTIONS AND ANSWERS

1. How long should the camp last?

If at all possible at least a two-week period, with 6 to 8 weeks the maximum.

2. How do you obtain staff?

Director should select staff, applicants may be obtained from local school principals, college placement bureaus, the local U.S. Employment Service, or from advertisements in the classified section of your newspaper.

3. Is it a good idea to encourage staff to return?

By all means, providing they have displayed competency in working with retarded children. The experience gathered is very helpful and these people should be given preference in rehiring.

4. How do you encourage staff to return?

By automatic increases each session. This shows the staff that you recognize the value of their contributions.

5. Do you advise having camp on rainy days?

Yes. Many times the weather will clear up and, if not, indoor facilities can be used. If a child only signs up for a two-week period and it rains for three or four days too much time is lost.

6. What do you do on a rainy day?

Indoors campers can enjoy music, folk dancing, songfests, dramatizations and other forms of creative activity, but as far as possible the daily routine of activities should be followed.

7. Do you think it important to have regular health inspections?

Regular health inspections by a nurse are exceedingly important. Prompt detection of "pink eye," athlete's foot, colds, and other health problems can prevent these highly contagious conditions from spreading. Counselors should be sensitive to and report immediately any apparent health problems within the group.

8. What buildings are really necessary for a day camp?

The following must be considered in determining the number and size of building facilities:

- Space for rainy day programs.
- Shelter to dress and undress for swimming.
- Space for storage where arts and crafts, game equipment and other camp materials can be stored safely.
- Space for toilet facilities.
- Space where the child who may become ill can rest.
- Space where each child can store his own equipment.
- Space for gymnastic equipment, swings, slides, etc.

9. How can we handle transportation for day camping?

Many of the local school systems have school buses available that can be rented. Car pools and station wagons can be utilized.

10. Do you advise house-to-house pickup?

No. Especially where children live in widely scattered areas, the cost obviously would be higher and the time involved

could easily exceed the limit of suggested one-hour traveling time to camp. However, in many instances if the children are not picked up at home, it may mean inability to attend.

11. Do you favor lunch being provided by the camp committee?

Of course it offers opportunities for better nutrition control, but certainly in the beginning years of camp, it means much less involvement for campers to bring their own lunch.

12. Do you favor parents of campers being members of the staff?

No, except in rare situations, one being that with the very young, 6, 7, and 8, a kind, understanding parent with warm personality can go far.

13. Is it necessary to get releases or signed permission slips from both parents for field trips and having pictures taken?

Yes! No camp can afford not to be very rigid on this, because of law suits which can develop. (This can be part of the original application.)

14. If a camp is in operation for a 6-8 week period, do you feel retarded children should be sent the entire time?

If a camp is well run, the child will benefit from and enjoy the entire period very much. Every effort should be made to keep the fee at a minimum, thereby enabling the average parent to afford the entire camp period.

CHAPTER V

DAY CAMPING AS A TRAINING PERIOD

Abstracted from a paper by
David R. Ginglond*

At a staff meeting, prior to the opening of camp, each teacher-counsellor was given the applications of the children she would supervise, was instructed in our expectations, was acquainted with the materials and supplies available, and was informed that she could request such supplies not available that she felt could be put to good use. Stress was placed on the necessity of quickly establishing a workable routine and adhering to time and schedule, which is so important in getting results with these children. In addition, teacher-counsellors were given mimeographed check lists to evaluate skills in tablework, attitudes concerning socialization, cooperation and communication. (See appendix.)

Teacher-counsellors were asked to plan their program so as to alternate active noisy activities with comparatively inactive quiet activities. This "rhythm" tends to make control easier and to prevent the disorganizing influence that over-stimulation frequently produces in these children.

In addition, the following list of suggestions was given to each teacher-counsellor as being of value in working with these children:

1. Radiate enjoyment and enthusiasm, as children reflect the spirit of the teacher-counsellor.
2. Be firm! This is an informal venture, but a minimum amount of conformity is expected of all. Do not hesitate to refer children to the director.
3. Keep in mind that these children are starved for praise, a feeling of achievement, and a sense of belonging.
4. Do remember that these children get genuine pleasure from extremely simple things.

* It should be noted that the staff employed by the camp here described as limited to trained and experienced personnel. No group was larger than 10 with a trained person as a teacher-counsellor who had an assistant.

5. Do not hesitate to extend an activity that is going well, but always stop an activity before it becomes "dead."
6. Plan more activities than you will have time for.
7. Utilize the "buddy" system for moving to and from various scenes of activity. Couple a more dependable child with one who is less predictable. Keep your difficult or slow children at the front of the line with you.
8. Many of these children become exhausted or over-stimulated easily and do not understand what is wrong. It is often helpful, between activities, to take a moment and have "heads down" at the table and quiet, before moving into a new activity.
9. Restrict rather than have accidents! Give freedom on equipment gradually as you "gauge" the physical abilities of the children. Never leave the children unsupervised for a moment, try to anticipate and forestall problems.
10. In crafts these children will need help. Many of the steps are prepared for them. We do not pretend that he did it "all by himself." However, in all of the listed projects there are at least one or two learnings involved for the child. Every child needs the experience of something that is his, that he has made or helped to make, for many reasons beyond the end product.

Each teacher-counsellor was asked to plan the following periods of activity:

1. A period of table work geared to intellectual development in terms of visual and auditory discrimination and memory, plus opportunities for manipulation, eye-hand coordination, etc.
2. A music period involving physical activity to music, plus the development of rhythms.
3. A period on play equipment and other kinds of play activity.
4. A simple craft period.
5. A lunch and rest period.
6. Such other activities as seen needed or profitable.

The day began with the entire camp assembled at 10:00 a.m. for a simple prayer, pledge to the flag, and music, using songs that involve motion and action. Different groups were encouraged to lead songs. A "Hi-Fi" record player was used with an extensive library of records. At 10:30 a.m. the various groups went to permanently assigned work areas to follow the above-mentioned routine. A whistle blown at 2:20 p.m. meant clean up, pack up, and assemble for a closing half-hour of musical activities, a simple prayer, and the loading of the buses for the always enjoyable journey on the bus.

Special activities were as follows:

Swimming. Experience showed that, for a majority of our children, thirty-five to fifty-five minutes is the optimum time in the water. Care has to be taken to avoid chills and resulting colds, over-fatigue, etc. Two or three of our children did learn to swim but the primary purposes were to overcome fear of water, to relieve tensions, and to establish the exercises in leg, arm and body movements and to have fun!

Physical Education. For thirty minutes of each day, a qualified physical education teacher, relieved the teacher-counsellor of her duties and took charge of the group. During this time she was expected to develop and teach certain basic skills and to develop certain games involving the use of these skills.

The following is a list of the skills and the children's abilities in these skills at the end of three weeks which was compiled from individual check-list ratings:

	<u>Completely</u>	<u>Partially</u>	<u>Not at all</u>
Walking	55		
Running	55		
Marching	55		
Gallopig	55		
Jumping	45	10	
Hopping	20	32	3
Sliding	20	25	10
Skiping	10	25	20
Roll the ball	52	1	
Throw the ball	33	20	
Bounce the ball	12	39	2

We improvised many games, simplified some standard games, such as relays, ring games, a form of volley ball, baseball, and bowling. A helpful source on games was "An Experiment in Recreation for the Mentally Retarded." (See bibliography.)

The staff did not feel that trips were necessary for the attainment of camp goals. In fact, too many trips can be a disorganizing factor in breaking down the established routine and interfere with the repetition of experience in the area of skills that are being developed.

Special Events. Each group was allowed to plan some special event, which in most cases was a "doggy-roast" or a party. Tied in with this, of course, were the simple crafts such as making barbecue aprons, party hats and favors, etc.

Communication between Teacher-Counselors and Director. The director issued daily personal bulletins to each counsellors, making suggestions and asking that certain activities be tried in his program, also giving information on activities affecting the entire camp. In addition to daily contacts with counsellors the director was available by telephone each evening.

Reporting. Each teacher-counselor was asked to write or make mental notes of the child in terms of what seemed to be his abilities and disabilities, achievements at camp, reaction to authority, needs and ways of control or teaching that seemed to work best.

It is impossible to estimate the total psychological impact of any program upon the children who take part or on the community at large. Many of the parents reported that they were able to carry on some of the camp activities at home. The sharing of the philosophy of education has enabled many parents to live more happily with the child at home.

The goals as listed on the camp application were:

- To provide each child with a happy satisfying camp experience.
- To provide learning in the area of health and safety habits.
- To improve large and small muscle coordination.
- To socialize in terms of working and playing together.
- To learn to take criticism and guidance.
- To accept him completely as he is.
- To help him realize his worth as an individual.

It would seem that a program based on these goals listed and governed by the philosophy of education indicated could make a contribution to the overall training program for severely retarded children.

CHAPTER VI

THE CAMP AND THE HOME WORKING TOGETHER

A. TRANSPORTATION

The success of a day camp operation is in great measure dependent upon the adequacy of planned for transportation. Indeed, arrangements for transportation may prove to be one of the biggest and perhaps most expensive problems in the establishment of a day camp.

Before deciding on the type of transportation to be used -- public bus, private bus, station wagon or automobile -- it is important that the vehicle be adequately insured and the driver licensed according to state regulations.

For those children who travel to and from camp, the ride can be as much fun as other camp activities. It is important to remember that the daily camp program does not begin when the child arrives at the camp site but rather when the child first enters the bus. Retarded children love to play games, talk among themselves and sing songs. A well-organized program for bus riders is, therefore, essential to the satisfactory development of a good camping program. Each vehicle transporting retarded children must have adequate supervision preferably assigned to staff persons from the camp.

B. VISITING - PARENTS' DAY

If the camp is only ten days to three weeks duration (as some are), then perhaps no provision need be made for visitation except on the final day. However, with a six to eight week encampment, it is recommended to have every other Friday p.m. as Parents' Day. It is important that this opportunity is given to parents, for in many instances the retarded child is unable to convey any clear idea of what is actually going on in camp. There is nothing that can influence parents more to continue to send their children to camp than to observe the happiness of their children in doing, achieving and having friends, etc. at the camp.

There are those who believe that the final day is not a good day for the parents to visit, because of the increased emotional reaction they bring (children missing camp -- no more camp until next year - etc.). It is suggested, therefore, that perhaps next to the last day could be a better time for their last visit.

C. HOME

Parents can assist greatly by cooperating with the camp in the following areas:

1. By filling out carefully and completely all forms and return as promptly as possible.
2. If the services of the local Public Health Department are available and the parent takes advantage of this, then the parent should cooperate by keeping the appointment on time. If the family physician is preferred then the parent should cooperate fully by being prompt with the filled out medical form as required by the camp setup involved.
3. By having private interviews with the director and giving him the pertinent information he needs in guiding your child to give him a good camping experience. A special day or more as needed should be set aside for these interviews with parents, child and director, especially the first year.
4. By having the child ready at the appointed time for the transportation pickup as set by the camp committee.
5. By paying camp fees as much as possible before the camp season starts or certainly before each period.
6. By giving praise and recognition for the simple craft projects the child brings home, by being interested in what he has done during the day and in general by letting him know you think it's wonderful to go to camp.

CHAPTER VII

THE CAMP AND THE COMMUNITY

A. INFORMING THE PUBLIC

If a day camp is to expand services for the retarded child, a good public information program is necessary. No program can exist in a vacuum separated from the community of which it is a part. It is important that plans be made so that local interest groups, civic and fraternal organizations as well as the general public be made aware of the contribution that the day camp is making, both to the parents and to the campers.

Another technique in spreading information about your camp is by the use of a Dedication Day. This can be planned as an opening ceremony in which newspapers, service groups, clergy, professional workers, influential citizens and members of the general public are invited. Staff persons can be introduced at this time. A major speaker, well-known in your community can make a short presentation and it may be possible for you to serve donated refreshments.

Interested groups and individuals who have assisted with camper-ships, etc. should be welcomed and encouraged to visit the camp, so they may see for themselves the camp in operation. It helps to have a Visitor's Guest Book for them to sign when they visit.

A continued and ongoing public information program both prior to, during and following the camping period must be maintained.

Every unit has members interested in amateur photography. A camp film or series of slides or photographs showing camp activities is one of the most valuable aids in presenting your story to interested groups. Many unit members who do not consider themselves public speakers can successfully explain aims and purposes with such an aid. Viewing busy, happy retarded children will "sell" your program to the public better than any lecture. Take every opportunity through any public media to tell the story.

B. COMMUNITY SUPPORT

Service groups should be apprised of the contributions which they can make to better the program and to assist in more children attending camp. Many groups will contribute funds and some will

volunteer their efforts. If the right approach is taken, most civic groups will display an interest in helping. Certainly no child should be denied a camp experience because of the parents' inability to pay the full fee.

C. COOPERATION WITH COMMUNITY AGENCIES

Since the units of the National Association for Retarded Children are each a community agency, themselves, they should cooperate with other local community agencies in so far as is feasible, in accepting referrals from them. Many times arrangements can even be worked out whereby a group of a particular agency, for example, emotionally disturbed or blind, can furnish their own staff, which would function under the original camp's director, etc., and be a camp within a camp. Community agencies can provide valuable information re awarding of camperships.

Working with schools in particular can be most beneficial both for the information they can provide us regarding the individual child and the assistance we can give them in taking the children they would like to see come to the camp. In some instances Parent Teacher Associations underwrite camperships.

CHAPTER VIII

EVALUATION AND FOLLOW UP

THE WEEKS THAT FOLLOW

Within a few weeks after the camp season is over the unit's camping committee and key members of the camp staff should meet. At this session the entire camping program can be discussed with efforts directed toward improving all facets of the program, but especially those which prove to be "trouble spots." Matters relating to staff, physical facilities, transportation, programming, emergencies and other activities should be covered with written recommendations to be implemented during the following year.

Questions such as the following may help in evaluating the success of the day camp operation:

1. Were the children happy?
2. Did the individual campers profit from the program?
3. Did we have sufficient well-qualified staff?
4. Were our equipment and facilities adequate?
5. Did we have sufficient well-qualified volunteer service?
6. Did we budget our finances properly and are we getting the most for our money?
7. Where were our biggest "trouble spots?"
8. Was our public information program adequate?

REPORTS

There should be a camp program report for office files (not for parents) and a check list for counsellors in making their report at the end of the season on each child, which would be signed by the counsellor involved and the camp director. The checklist should include:

1. Relationship with other children;
2. Relationship with our counsellors;
3. Interests and activities;
4. Problems;
5. Other observations (see information on records under orientation of chapter III, page 14.)

Units should carefully consider what kind of progress information can and should be reported to parents. It can be of much encouragement and enlightenment for a parent to learn of some specific progress which a good counsellor has been able to accomplish with a child. Perhaps some new approach which was used would help a parent considerably. Perhaps a child showed a particular interest in an arts and crafts activity which could provide a good lead as carry over from camp.

Camp counsellors should be encouraged but not required to evaluate the camp program.



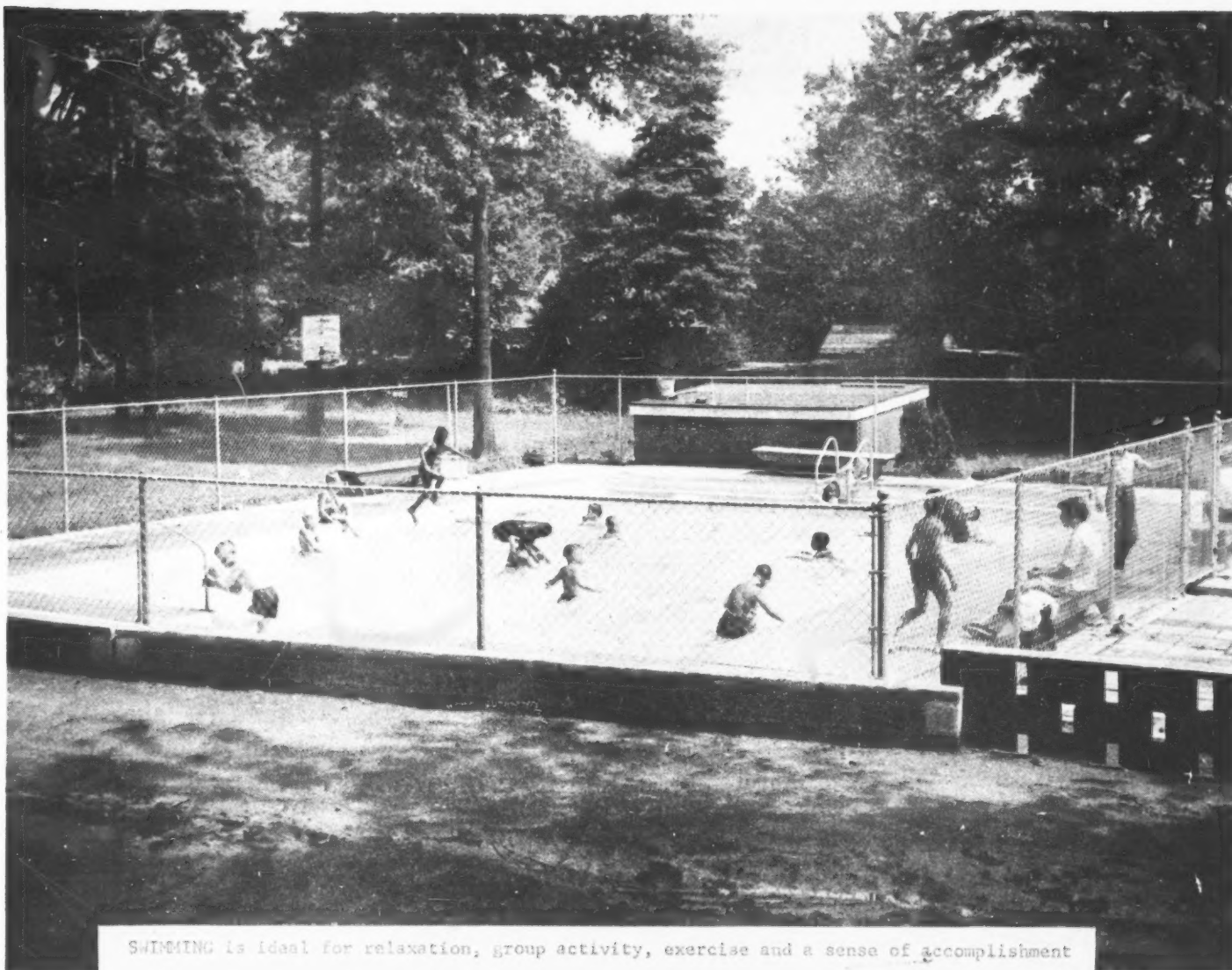
Camp is a place for making new friends. Every child likes to join hands with his own "special friend" for the day's activities.



A HIKE down an open road in the sun or through leafy woods is a pleasant and instructive part of the day



ARTS AND CRAFTS promote creativity and a bunny puppet is an achievement worth the effort



SWIMMING is ideal for relaxation, group activity, exercise and a sense of accomplishment



SANDBOX on this little "beach", warm sand trickling between their fingers and under bare feet brings relaxation from tension children may have



MUSICAL GAMES played to the accompaniment of a record player offer many opportunities for individual participation and enjoyment in the group



SQUARE DANCING teaches a sense of rhythm to music, patterns of coordination, and laughter

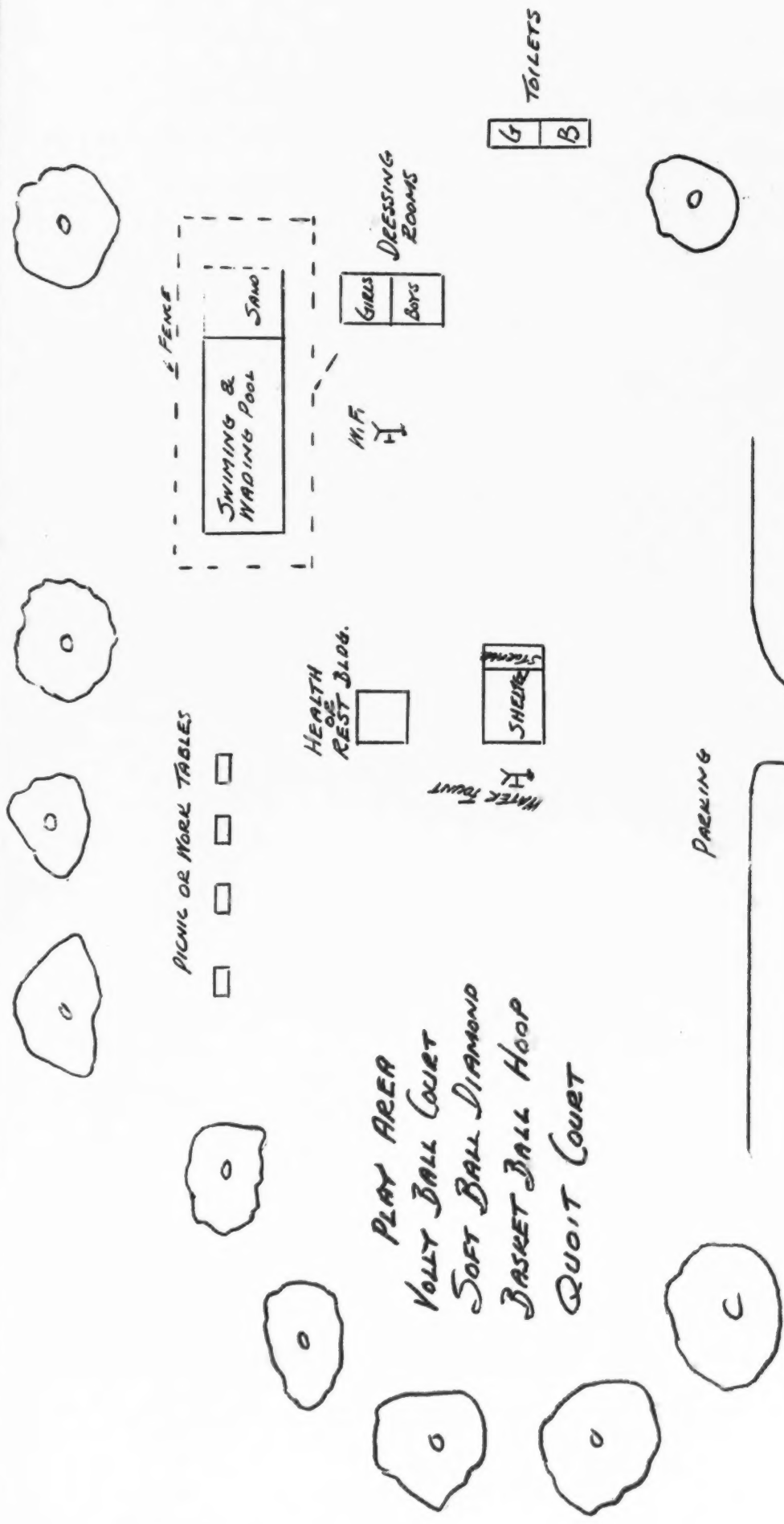
APPENDICES

1. Budget Sample
2. Suggested Layout Sample
3. One Camp Director's Philosophy and Job Descriptions
4. Preliminary Letter to Parents of Campers
5. A Second Sample of First Information Bulletin to Parents
6. Application Blank
7. Progress Report Sheets
8. Bibliography

CAMP XYZ

COMPARATIVE STATEMENT OF RECEIPTS AND EXPENSES For the Fiscal Years Ended August 31, 1961 and 1960

		August 31	
	1961	1960	Increase Decrease
RECEIPTS:			
Camp Fees	\$ 7,282.00	\$ 5,760.50	\$1,521.50
Donations	1,974.75	2,953.04	978.29
Camperships	889.00	-	889.00
Sales to Campers	130.00	131.00	1.00
Rent	115.00	-	115.00
Miscellaneous	-	40.00	40.00
Total Receipts	\$10,390.75	\$ 8,884.54	\$1,506.21
EXPENSES:			
Salaries	\$ 6,927.94	\$ 5,445.52	\$1,482.42
Transportation	4,293.39	3,680.78	612.61
Miscellaneous	413.35	966.68	553.33
Property Upkeep	287.28	-	287.28
Merchandise for Resale	169.00	225.00	56.00
Milk and Food	141.14	520.49	379.35
Rent	-	750.00	750.00
Total Expenses	\$12,232.10	\$11,588.47	\$ 643.63
COST OF OPERATIONS	\$ 1,841.35	\$ 2,703.93	\$ 862.58



SUGGESTED DAY CAMP
LAYOUT

SAMPLE OF A CAMP DIRECTOR'S
CAMP PHILOSOPHY AND JOB DESCRIPTIONS

CAMP AND ADMINISTRATIVE PHILOSOPHY:

1. We are working together for a common cause -
"A HAPPY AND IMPROVED YOUNGSTER."
2. To accomplish this we work together for the success of the camp, with the happiness, the health, and the safety of the camper being our greatest responsibility.
3. There is no place for selfishness among the members of a camp staff. The camper is your first consideration, at all times, under all circumstances.
4. If you are not pleased with your assignment or you see fallacies in our program, come to see me and make suggestions. If it is at all possible, the difficulties will be corrected. If there are some good things, let's discuss them too.
5. Regardless of the organization, regardless of the type of camper, the program is no better than its staff.
6. We are working with special youngsters that must be handled in a special way. Let us set our goals high and make every effort to reach them.

AIMS AND OBJECTIVES (Education as well as Recreation):

To Guide and Counsel for:

1. Health and Happiness
2. Promote Proper Habits and Attitudes
3. Wholesome Fun
4. Joy of Achievement
5. Self-reliance
6. Team Play
7. Leadership

CAMP RAINBOW

HEALTH IS THE ENTIRE STAFF'S RESPONSIBILITY

1. Rest (afternoon.)
2. Toilet habits - encourage regularity:
 - (a) Morning before first activity
 - (b) Mid-morning
 - (c) After lunch
 - (d) Before swimming, hikes or trips taking us away from convenient toilet facilities.
3. Wash before lunch and before going home.
4. Check teeth each morning.
5. Check nails each week.
6. Comb hair before going home.
7. Be sure campers have clean underwear, socks, etc:- regularly - cleanliness is of vital importance in group living.
8. Report all cuts, abrasions, blisters, etc. to director on proper slip each day. Use good judgment regarding all injuries and symptoms of colds or illnesses; if in doubt, refer campers to director. Let the director know at once. Do not take any chance when in doubt. In such cases get the director, or, if not available, call the doctor.

SAFETY - (GENERAL)

When in doubt of the safety of any activity or individual action, do not do it or permit it to be done. Common sense must prevail at all times.

You will get further safety rules as season progresses regarding each activity which will be handled by person in charge of that activity - waterfront, etc.

JUNIOR COUNSELLORS

The success or failure of any camp depends a great deal on the attitude, initiative and sincerity of the junior counsellors. The campers have more direct association with you for longer periods of time than with any other single member of the staff. Your attitude toward the camp and toward your assignment is often reflected by your group. This does not mean that you are responsible for the personality of each camper in your group, but you can play a very important part in influencing these campers to develop proper attitudes, ideals, morals and overall be better, more useful and considerate citizens. You are chosen not for what you know, nor for what you can do, but for the kind of person we believe you to be.

DUTIES OF THE JUNIOR COUNSELLORS:

1. Health and safety of our campers.
2. Carrying out set health procedures.
3. Flag salute and morning prayer as assigned.
4. Setting example for group by following and enforcing all rules and regulations of the camp and in each activity to which you are assigned - waterfront, etc.
5. It is your responsibility to have your group assigned to you at the right place at the right time. (Be Punctual!)
6. Know where each member of your group is at all times. When free time is scheduled, use initiative and keep group safe and happy. THIS IS NOT FREE TIME FOR YOU.
7. Be helpful in any way that you see is necessary.
8. Do not be a servant but a leader and advisor.
9. In case of any difficulty at any time with any camper, please see me at once.
10. Common sense is most important in being a good junior counsellor.
11. If for any reason at any time you need assistance on any matter, please feel free to see me.

"BE AN INTERESTED BIG BROTHER OR BIG SISTER"

In spite of all this work and responsibility this can and should be an education for you, and I sincerely hope it is a pleasant and rewarding experience.

JOB DESCRIPTION - CAMP DIRECTOR

The camp director is administratively responsible to the executive director of the Unit. Policy for the camp will be developed jointly by the camping committee, the camp director, and the executive director.

The camp director is responsible for the complete operation of the camp. He has responsibility for the following:

- Orientation
- Supervision of counsellors
- Staff meetings
- Planning and supervision of camp program
- Transportation aided by camping committee
- Approval of counsellors after interviewing
by personnel director
- Meals
- Field trips
- Pertinent records
- Budget
- Filing a comprehensive report on camping
operations at season's end

HEAD COUNSELLORS

As head counsellor you are to assign counsellors and to arrange time off. Accumulate scores (individual and team.) Keep the program as near on schedule as possible. Use all staff as you see fit, including myself.

You will guide all counsellors in carrying out their duties, excluding arts and crafts and waterfronts. When the waterfront man or arts and crafts instructor are with any other phase of our program, they will come under your jurisdiction to be used as you see fit.

If there is any doubt about policy or procedure, please feel free to discuss it with me at any time.

You will be in charge of your group on all trips made by the campers. I will plan these trips in advance.

You will be in complete charge of the free time activities of your group. You will let me know of any equipment that is needed. Please feel free to suggest any changes that you think necessary.

If at any time in any phase of this assignment I may be helpful, do not hesitate to call on me.

As camp progresses and changes take place you may be assigned additional responsibilities.

Camp Director

GENERAL WATERFRONT DUTIES FOR COUNSELLORS

1. Be on time; be properly dressed to swim.
2. Know your assignment and never leave your post.
3. Do not change your post except by the direction of the waterfront director.
4. Cultivate the habit of "ROVING EYES" and "COUNTING HEADS."
5. Always know the number of swimmers in your area.
6. Know and observe the rules of the waterfront.
7. Stay on your feet when on duty.
8. Do not talk with swimmers.
9. Do not whistle, sing or day-dream.
10. "Tone down" swimmers with loud voices.
11. Stop rough play at once.
12. Get to know your swimmers' attitudes and abilities.
13. Make cold swimmers get out of the water.
14. Know what to do in case of accident or emergency.
15. Do not become hysterical in the event of emergency or accident. Keep calm.
16. Do not leave your post at the end of swimming period until released by the waterfront director.

Counsellor on Pool Edge

1. Assist in lining up campers on the grass; COUNT NOSES.
2. Keep campers quiet.
3. Do not allow a mad rush for the water. Make campers enter the water safely.
4. Watch diver for reappearance. No "running dives" allowed. No running allowed.
5. No ducking in water.
6. No underwater swimming.
7. Keep swimmers off the life lines.
8. Remember: "ROVING EYES" and keep "COUNTING HEADS."

Camp Director

COUNSELLORS IN TRAINING

Just as the title implies, you are in training to learn what a counsellor should do, and how it should be done. This is an opportunity for you to get a background in camping that could lead to steady summer employment for you through your high school and college careers.

You are no longer a camper but a junior member of the camp staff. Therefore, your responsibility has increased, since now what you do reflects on the entire staff of the camp. You not only play a part in enforcing the rules but in making the rules, and you must set a good example for all campers at all times under all circumstances.

Your behavior will have a great deal to do with the behavior of campers - you can at no time be tempted to follow a camper if it is against our rules, even though it may seem exciting. This you must remember: you are now a leader and your loyalty is to the camp and to its staff, and if you do not feel this way, you should be honest with me. This is not easy; it is a test of your growing up.

Your duties will be to assist where assigned. You will substitute for junior counsellors and will then follow the duties and assume the responsibilities of a junior counsellor.

Please feel free to talk with me at any time about any problems or questions you may have.

Remember this is a chance to LEARN. Use it to learn as much as you can about all and every activity.

Camp Director

PRELIMINARY SHEET
TO OBTAIN QUICK RESPONSE OF POTENTIAL ENROLLMENT

TO BE SENT AT LEAST BY MARCH 15TH.

CAMP RAINBOW ALERT!!

It is none too early to be thinking with your child about plans for this summer. Camp will open on July 9th this year and continue for six weeks, three two-week periods each. The cost will be \$16.00 per week.

We need your cooperation so we can plan more adequately. Please review the section of the brochure dealing with camp. It contains all of the information you will need for your present planning.

Then if you are planning on camp, fill out the enclosed card, which will be your request for the application materials.

It is essential that the card be filled out properly and returned promptly for our camp committee's most efficient operation.

The immediate return of this card is necessary for the following reasons.

1. To enable us to anticipate the number of campers and their age groups.
2. To procure sufficient and trained personnel at an early date.
3. To plan the best possible program.
4. To budget and plan adequately for necessary changes in equipment and facilities.
5. To plan transportation.

Applications must be marked with date received and honored on a first come, first served basis. NO EXCEPTIONS WILL BE MADE.

By cooperating with the above, you will have done your child and the others a favor in raising the quality of program we will have for the reasons listed.

Chairman
Camp Rainbow Committee

P.S. If your child will need campership help, please fill out the enclosed application.

DAY CAMP XYZ NEWS - 1960

Dear Parents:

HAPPY DAY CAMP is to be held daily rain or shine at Bakelite Park, Piscataway Township, July 11 through July 29, Monday through Friday from 10:00 a.m. to 3:00 p.m., with Mr. Ernest Brosang as camp director.

The program is so designed that it is a necessity that campers participate for the entire three-week period to attain maximum benefit.

The fee for this period is \$15.00 for members of Raritan Valley Unit; \$20.00 for non-members. This fee represents but a small fraction of the actual cost, however, if it presents a hardship, there are a limited number of partial and full camperships available. Each child brings his lunch; camp supplies milk. When registrations are in, we will have bus assembly or loading points. It will be the parents' responsibility to bring the child to this point and to pick him up there at the end of the day. (If you feel that reaching a loading point presents a major transportation problem, check with your area registrar.)

CAMP REQUIREMENTS: Child must be six years old or up; there is no maximum age limit at present. Child must be able to walk, toilet trained, capable of feeding himself and making his wants known.

GOALS AND PURPOSES: Happy Day Camp provides retarded children with an opportunity to enjoy a day camp experience such as other children have. This is a happy time for the children and a respite from daily care for the parents. Camp contributes specifically towards the child's development. For those children not yet in school, it helps them prepare for school by introducing them to the materials and experience that they will meet in a school situation. For those children already in school, it supplements and strengthens their abilities to make a better school adjustment.

Our goals for every child are:

To improve large and small muscle coordination.
To develop skills in handwork and tablework.
Learnings in the area of health and safety habits.
To socialize in terms of working and playing together,
taking direction and guidance and increasing ability in
self-help.

CAMP PERSONNEL: To achieve our goals we need trained people with a variety of skills. There will be one trained person with an assistant for every ten children. This means there will be one responsible person for every five children, plus the camp director, camp chairman and the director of physical education to handle any problems that may arise.

HOW TO REGISTER YOUR CHILD: Write or phone one of the following ladies at once -- enrollment is limited, therefore, placement is according to time of receipt of application.

Mrs. Gez Szur - 112 Magnolia St., Highland Park, N.J.
Kilmer 5-9859

Mrs. Vincent O'Neill - 232 Brook Ave., No. Plfd., N.J.
PLainfield 6-2982

Mrs. Wilbur Morrow - 362 Prospect St., Perth Amboy, N.J.
Hillcrest 2-3223

Mrs. Paul Temple - 9 Benart Place, Middlesex, N.J.
ELliott 6-5323

Sincerely yours,

Camp Chairman

APPLICATION BLANK (year)
HAPPY DAY CAMP FOR RETARDED CHILDREN

REGISTRATION DEADLINE DATE _____

IMPORTANT: Mail at once to Mrs. Geza Szur, 112 Magnolia St., Highland Park, N.J. Enrollment is limited -- to be fair, it is based entirely upon the order in which applications are returned to us.

Name of Child _____ Date of Birth _____
Address _____ Male _____ Female _____
Home telephone _____

Place of Employment: Father: Address _____
Mother: Address _____

1. Telephone, other than own, for emergency: _____
Person's name: _____ (Be sure that you have notified this person that you have given us this emergency number.)
2. Name of family physician: _____
Address: _____ Telephone No. _____
A certificate from your doctor, giving his approval of your child's attendance at our day camp and listing, if necessary, any areas of physical activity that to be limited, must be mailed to us not later than June 24th.
3. The number of (year) Unit membership card is: _____
4. Camp fee should accompany this application. The fee for the unit members is \$15.00; fee for non-members, \$20.00. If it is not possible to send full amount at this time, remit \$5.00 with application and forward rest of fee by June 24th. A limited number of partial and full camperships are available. Requests for camperships should accompany this application. MAKE CHECKS OR MONEY ORDERS PAYABLE TO: _____ (Name of Unit)
5. It is the parents' responsibility to bring the child to the bus loading point each morning and pick him up there at the end of the day.
6. Pictures of the camp activities will be taken while camp is in session by the unit photographer.
7. The (name of unit) reserves the right to release any child from the camp program if, after trial, we feel it is not to his best interests to continue. Refunds will be made subject to the discretion of the executive board of the (name of unit.)

Application Blank (cont'd)

8. There will be a final bulletin of instructions when registration and transportation facilities are completed. (About two weeks before camp starts.)

9. Please sign:

I hereby release the _____ unit from any responsibility or liability for any injury or illness derived from participation in the Happy Day Camp Program.

Signatures _____ Mother
_____ Father

PLEASE HELP US TO HELP YOUR CHILD TO HAVE PROFITABLE CAMP EXPERIENCE
BY ANSWERING THE FOLLOWING QUESTIONS AS THOROUGHLY AS POSSIBLE:

1. How many other children and adults in the family? _____
Ages and relationship? (Brother, sister, grandmother, uncle, etc.)
2. How does your child express need to go to the bathroom? _____

3. Favorite indoor pastimes? Please check.
_____ painting _____ writing _____ TV _____ rhythm band _____ jigsaw
_____ coloring _____ dancing _____ movies _____ records _____ reading
Others: _____
4. Favorite outdoor pastimes? Please check.
_____ softball _____ swimming _____ volley ball _____ kick ball
_____ hiking.
Others: _____
5. Favorite toys: _____
6. Favorite stories: _____
7. Methods of direction or control you find most effective: _____

8. Comment on any difficulties in the areas of sight, communication,
hearing, motor coordination, fears, allergies, etc. _____

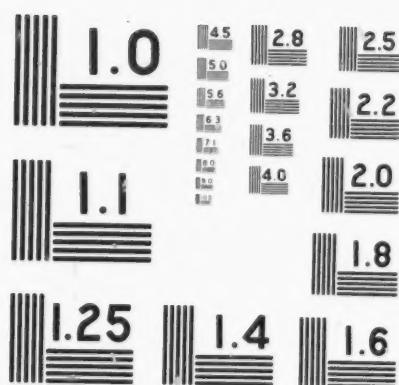
9. (a) Is your child taking medication? _____ If so, what? _____
When? _____ How given? _____
(b) Check if your child had any of the following: Measles _____
Polio _____ Chicken pox _____ Scarlet fever _____ Whooping
cough _____ Mumps _____
Others: _____
10. Has your child attended school? If so, where? When? _____

11. Does your child have playmates in your neighborhood? _____
12. What do you feel are his greatest needs? _____
13. Do you want your child to have an outside trip? _____ (Example:
visit to a farm, etc.)
14. Do you object to wading pool or water play experience in very
warm weather? _____
15. Anything you may add that will help us know your child more quickly
will be greatly appreciated: (Use other side if necessary.)

2 OF 2

ED

012115



MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS-1963

PROGRESS REPORT - HAPPY DAY CAMP

LAST NAME _____ FIRST _____ BIRTHDATE _____

COOPERATION _____

COURTESY _____

SELF-CONTROL _____

SELF-DIRECTION _____

REACTION TO AUTHORITY OR DIRECTION:

ABILITIES WITH PLAY EQUIPMENT:

SWINGS _____ SLIDING BOARD _____

SEE SAW _____ MERRY-GO-ROUND _____

TOYS _____ PHYSICAL STAMINA _____

EYE-HAND COORDINATION AND SIMPLE CRAFT SKILLS:

PEGS _____ PASTING _____

BEADS _____ CRAYONING _____

PUZZLES _____ PAINT _____

MATCHING _____ TRACING _____

SORTING _____ FOLDING _____

CLAY _____ CUTTING _____

LACING _____ BUTTONING _____

MANIPULATION _____

COLOR RECOGNITION _____

PARTICIPATION IN CAMP ACTIVITIES _____

SOCIABILITY _____

TENACITY OF PURPOSE - ABILITY TO COMPLETE A TASK(ATTENTION SPAN)

SPEECH _____

ADDITIONAL INFORMATION - OVER

PROGRESS REPORT - HAPPY DAY CAMP

MUSICAL AND PHYTHMIC PATTERNS

LAST NAME _____ FIRST NAME _____ BIRTHDATE _____

RHYTHM INSTRUMENTS:

STICKS _____ BELLS _____

DRUMS _____ TAMBOURINE _____

WOOD BLOCK _____ TRIANGLE _____

TAPPERS _____ CASTANETS _____

SHAKERS _____ OTHERS _____

ABILITY TO PLAY IN RHYTHM BAND ACTIVITY _____

REACTION AND PARTICIPATION TO MUSIC IN "ALL CAMP" _____

REACTION TO MUSIC ACTIVITIES WITHIN OWN GROUP _____

DANCING _____

FAVORITE MUSICAL ACTIVITIES AND THOSE MOST ADEPT AT _____

FAVORITE MUSIC AND SONGS _____

MELODY INSTRUMENTS (Hummazoo - Flutophone)

ADDITIONAL COMMENTS:

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Monthly. 60¢ per copy, yearly \$5.00.

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3. BUILDING CAMP FACILITIES FOR THE HANDICAPPED, by W.B. Schoenbohm and Lawrence Hovik, RECREATION magazine, March, 1959. Single copies available from NARC.
4. CAMP FOR EXCEPTIONAL CHILDREN, by Rita Saunders and Herbert Schact, RECREATION magazine, March, 1959. Single copies available from NARC.
5. CAMP PROGRAM BOOK, by Catherine Hammett and Virginia Musselman, New York: Association Press, 1951, 380 pp., \$5.00.
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15. STANDARDS FOR GIRL SCOUT CAMPING, New York: Girl Scouts of the U.S. of America, 1957 (Catalog #19-520,) 30¢.
16. USEFUL RECORDS IN WORK WITH REGARDED CHILDREN, suggested by David R. Ginglend. Single copies available from NARC.

A BIBLIOGRAPHY FOR PARENTS AND PROFESSIONALS IN THE AREA OF RECREATION FOR THE MENTALLY RETARDED is available from NARC at 10¢ per copy.

If you are interested in the mentally retarded and current advances on their behalf in such varied fields as education, parent counseling, vocational rehabilitation, research, federal and state legislation, you should be reading CHILDREN LIMITED.

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